

ABSTRACT

EDUCATIONAL LEADERSHIP

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THE REORGANIZATION OF A METROPOLITAN ATLANTA SCHOOL
DISTRICT AND ITS EFFECTS ON THE ORGANIZATIONAL
POSITIONS, ADMINISTRATIVE COMPOSITION
AND LEADERSHIP STYLES ATTRIBUTABLE
TO STUDENT ACHIEVEMENT

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Thesis dated May, 1992

This study focused on the reorganization of a Metropolitan Atlanta Public School System. There were two major purposes: (1) to determine whether the 1987-88 organizational structure and the 1988-89 organizational structure created two different environments that affected student achievement; and (2) to ascertain what administrative composition and leadership styles attributed to student achievement.

Measurements of the organizational positions, student achievements and superintendents' leadership styles were ensured by comparing the 1987-88 profile with the 1988-89 profile. The leadership styles of the superintendents, as perceived by principals

participating in interview sessions, were categorized as democratic, autocratic and laissez faire. The general concepts of superintendents' leadership styles for 1987-88 and 1988-89 school years were democratic and autocratic respectively.

Descriptive statistics involving mean, standard deviation, and Chi square were used to analyze the data. The t test was used to test the difference between the correlated means as related to student achievement. The Chi square tested the difference between the actual and previously established distribution of numerical data as related to the number of administrators in various levels of administration.

Based upon the analysis of data (sources, documents and interviews), the findings revealed no significant difference existed for the hypotheses tested: (1) organizational positions, (2) administrative composition, and (3) student achievement. A significant difference, however, was found between perceived leadership styles of the 1987-88 and 1988-89 superintendents.

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A THESIS
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF SPECIALIST IN EDUCATION

BY
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ATLANTA, GEORGIA

MAY 1992

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ACKNOWLEDGEMENTS

I am indebted to several individuals who were instrumental in assisting me to complete this study. I thank Dr. Sidney Rabsatt who served as Committee Chairperson for this study and guided me through its completion, and Dr. Olivia Boggs who gave invaluable time and inspiration to me for the completion of this effort. I am grateful to Dr. Ora Thomas who provided me with encouragement and assistance from the beginning to the end of this project; to Dr. John Blackshear and Ms. Pamela DeFrain Brooks, who provided technical assistance with the statistical data and typing, respectively.

I thank my wife, Amelia, for her patience and understanding during the inconvenience created by time conflicts and restraints while pursuing this study.

Finally, I thank my colleagues whose willingness to participate in the interview made this project possible.

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CHAPTER I

INTRODUCTION

The Atlanta Public Schools was organized in 1869 as an independent school district to provide public education for residents of the city of Atlanta. During the rapid growth period of the city, beginning in 1961, the school system's enrollment experienced tremendous growth, peaking out at 160,000 students in 1966. During this era, the organization of the Atlanta Public School System evolved into one consisting of five administrative area offices, which provided supervision and support services for schools located within the designated boundaries. As the enrollment within the system declined, it became necessary to reduce the number of administrative area offices accordingly, as well as the number of top-level administrative positions. There arose a growing concern on the part of the Atlanta Board of Education, due to the status of student academic achievement, to concentrate on providing greater support services at the school level as well as to make adjustments in the organizational structure.

Members of the Atlanta Board of Education, with the former superintendent's term ending in 1988, realized that they were not only confronted with the aforementioned needs and concerns, but also with the selection of a new superintendent. Therefore, in 1987 when

the search committee for a superintendent of Atlanta Public Schools interviewed candidates, one question that was asked had to do with the candidates' perception of school reorganization. Further in this regard, Board members entertained discussion on this subject during special meetings, and on other occasions deemed appropriate. Some Board members even developed their own reorganization plan.

Thus, the newly selected superintendent was mandated to immediately begin to formulate a plan for reorganization. The plan was to focus on reducing the number of administrative area offices and adjusting the system's organizational structure. The purpose of such a plan was to create an organization that would be more effective and responsive to delivering educational services and to meeting and exceeding future educational goals such as those presently outlined by the President in "America 2000: The President's Education Strategy," a plan for transforming all American schools. More specifically, the staff was instructed to reduce the number of administrators outside of the schools. The plan would also reflect the delivery of better services to the local schools, and that the least amount of trauma would be experienced by those persons affected. Such needs and concerns, that led to reorganizational procedures of the Atlanta Public School System, provide the impetus for this study.

Statement of the Problem

In 1983, The National Commission on Excellence in Education reported that America was a "nation at risk." Similarly, the Carnegie

Foundation argued that "the teaching profession was in a crisis," while the National Task Force for Economic Growth warned that "a real emergency was upon us." In response, more recently, to these and other reports, many school districts have considered "reorganization" as a measure of educational reform. The ultimate objective is to improve schools and student achievement.

This study, examining the "reorganization" of a Metropolitan Atlanta Public School System, was designed to determine whether the 1987-88 organizational structure and the 1988-89 organizational structure created two different environments that affected student achievement. It was further designed to determine what administrative composition and leadership styles of the superintendents attributed to student achievement.

Importance of the Study

This study was important because it gave credibility to the action taken by the Atlanta Public School System in its reorganizational plan. Although the reorganizational plan of the Atlanta Public School System outlined specific objectives to be accomplished, school improvement and student achievement are contingent on the leadership provided. It should be understood that all school personnel who are responsible for the delivery of the educational program must be reasonably satisfied with conditions surrounding the school in order to do an effective job. The school superintendent, whether seen as the dominant actor in decision and policy-making, or as one who

exercises shared decision and policy-making, is no exception. School administrators who have direct involvement with students must also be relieved of as many detractors as possible to achieve success with students.

School administrators and teachers are expected to perform at their maximum. Likewise, students who are our *raison d'être* are expected to perform at their maximum, but can only do so in an environment that is nurtured by individuals who are effective leaders and are satisfied with their working environment. It is important that we understand that students tend to imitate those adult persons whom they respect and hold in high esteem. Even though it is questionable in terms of what leadership styles contribute to student achievement, the school superintendent is the key to building and supporting an educational agenda, just as the school personnel is the key in procedural nurturing and support for students to achieve. When students demonstrate achievement through their performance, schools are successful. This is the most important reason for this study.

Present Background

Under the reorganization plan, the three administrative area offices were eliminated and replaced with two divisions, the elementary and secondary. The Elementary Division provides services to all elementary schools, while the Secondary Division provides services to all middle and high schools. Some resource personnel who

functioned out of the now extinct area offices have been assigned to elementary and middle schools as Curriculum Specialists, while others have been assigned to the Secondary Division as Curriculum Specialists. The position of Supervisor of Operation was created to provide direct supervision of the school principals and to assist in the delivery of services to the schools. In other words, the Supervisors of Operations at the elementary and secondary levels work directly with the principals in addressing educational problems and facilitating educational improvements.

Research Questions

Specifically, this study addressed the following questions:

1. Is there a difference between number of 1987-88 cabinet level organizational positions and the 1988-89 cabinet level organizational positions of the Atlanta Public School System?
2. Is there a difference between the 1987-88 administrative composition and the 1988-89 administrative composition of the Atlanta Public School System?
3. Is there a difference between principals' perceptions of the 1987-88 superintendent leadership style and principals' perceptions of the 1988-89 superintendent leadership style attributable to student achievement governing the Atlanta Public School System?

Hypotheses

Based generally on research and analysis of Atlanta Public Schools' documents, annual school reports and interview data, this study sought to test the following hypotheses:

1. There is no difference in the number of cabinet level organizational positions between the 1987-88 and the 1988-89 academic years of the Atlanta Public School System.
2. There is no difference between the 1987-88 administrative composition and the 1988-89 administrative composition of the Atlanta Public School System.
3. There is no difference between principals' perceptions of the 1987-88 superintendent's leadership style and principals' perceptions of the 1988-89 superintendent's leadership style of the Atlanta Public School System.
4. There is no difference between the 1987-88 academic performance and the 1988-89 academic performance of students in the Atlanta Public Schools when leadership style is a factor.

Definition of Terms

1. Student Achievement: Operationally defined in this study as the performance of students in the Atlanta Public School System on the Iowa Test of Basic Skills (1st-8th) and Tests of Achievement and Proficiency (9th-11th) which are administered to students during the spring of the year.

2. Organizational Position: A configuration of positions considered essential in the operations of the Atlanta Public School System. Such arrangement lists the position from the highest to the lowest in the administrative hierarchy.
3. Atlanta Public School System: An organization which came into existence through the Charter of the city of Atlanta in 1869 for the purpose of providing free education for the students of the general inhabitants of the city of Atlanta. The funding for the support of such a venture is derived primarily from property taxes within the boundaries of the city.
4. Leadership: The influence exerted by the Chief Executive officer of the Atlanta Public School System on staff members under his supervision to achieve a specific goal.
5. Leadership Styles: Leader behaviors exerted in the organization which are categorized as certain patterns of behavioral traits.
6. Reorganization: The consolidating, renovating, or restructuring of a school system. The system may be characterized by a change in positions and in the authority of persons in the organizational structure.

Delimitations

1. Conclusions and implications from this study are limited in their generalizability. Since the study involved only 12 principals assigned to locations in the Atlanta Public School System,

generalizations to other school systems and district leaders should be made judiciously.

2. The interview used for this study consisted of five questions for determining a perceived leadership style. They may not be adequate or appropriate for identifying other leadership concepts other than the ones used for this study.
3. The questions, reflecting autocratic, democratic and laissez faire styles of leadership used for this study, do not lend themselves to the prediction of school success or effectiveness in the school; the questions only indicate that certain behaviors lend themselves to reflecting certain perceived leadership styles.

CHAPTER II

REVIEW OF RELATED LITERATURE

During the 1980s, various reports pointed out the need for change and educational reform in the United States. One type of change, or educational reform, which has been considered and is still being considered in many school districts is reorganization. This concept has taken a variety of shapes and forms--restructuring, school-based management, shared decision-making and decentralization. The literature revealed that reorganization, as an educational reform strategy, causes several avenues of changes. In fact, school-district reorganization causes change, sometimes in leadership as well as in the ways of working that usually put a great amount of stress on the organizational fabric.

More specifically, school-district reorganization causes change in: (1) reallocation of duties, (2) interpersonal roles that are usually perceived by the role-takers as increases or decreases in power or status, and (3) duties that presumably challenge persons' conceptions of their personal egos. Further, school-district reorganization causes change that requires checking by several persons whether a program is achieving its claimed purpose and, thus, possibly challenging the competence of many. It causes change that communicates stressful matters, and produces more, or less, communication. Yet, the

ultimate objective of school-district reorganization remains: to improve the quality of the schools and student achievement.

School-District Reorganization Studies

A review of the literature reflected the educational reform strategy of reorganization as having been implemented in several states. For example, research findings in 1986, from a state report of the Milwaukee, Wisconsin area public schools, revealed that there was a relationship between students' academic achievement and socioeconomic status. Because of this relationship, reorganization of suburban and urban schools to end disparities between affluent and less affluent schools was advocated. The North Carolina Division of School Planning conducted an educational survey of Cleveland County Schools in 1988. The report of findings led to a recommendation for reorganization of the school system into a K-5, 6-8, and 9-12 configuration to improve instructional offerings for particular groups of children. The cost efficient reorganization plans included:

1. Consolidating, renovating and constructing elementary schools.
2. Adding space for ninth graders in the two high schools with particular attention to vocational facilities, regular classrooms, art facilities and handicapped accessibility.
3. Planning middle school programs for the current junior high schools.¹

¹Cleveland County: A Special Report, North Carolina State Department of Public Instruction (Raleigh Division of School Planning, 1988), 6-8.

In a 1990 research report, "Achieving School Improvement Through School District Restructuring," the authors gave a description of a restructuring program implemented in the Charleston County (South Carolina) School District to reduce grade retention and the dropout rate. In the fall of 1988, a Nebraska survey examined attitudes toward school size and reorganization issues among school board presidents. Respondents were 81 board presidents from K-8 districts and 32 board presidents from K-12 districts that had been reorganized during 1980-85. Both groups felt that local control was an imperative and that the question of reorganization was best resolved with a high level of local involvement.

A 1986 case study, "To Reorganize or Not To Reorganize," examined a small school district in New York which appeared to be a perfect candidate for reorganization because of low and decreasing enrollment and high per pupil expenditures. Several reorganization options and programmatic, personnel, social and financial benefits that could result were considered. The reorganization process was rejected. Reasons for rejecting reorganization included the community's desire to maintain free lunch, senior trips and winter ski programs. It was finally concluded that even though the students would benefit academically and socially, reorganization should proceed only if strong community support existed.

A 1989 correlational study conducted in the Arkansas school districts, investigated school district size, consolidation of small districts to make larger ones, and linear relationships of school

district size to expense per average daily attendance, basic and composite scores on standardized achievement tests and secondary school dropout rates. There was little evidence, after the correlational analysis, to suggest that consolidating small school districts into larger ones would necessarily reduce expenditures per student, increase standardized test scores or reduce dropout rates. Finally, an education reform report on states in the Great Lakes area indicated in 1985 that the declining Illinois Public School Systems were incapable of financing any major educational reforms. However, change in the form of a more efficient organization of Illinois school districts was felt to be feasibly and likely.¹

Decentralization

Cloaked in many terms such as restructuring, school-based management, shared decision-making and reorganization, the process of decentralization shifts formal decision making from the central administration to a smaller decision-making arena--the school. Decentralized school districts alter the educational power structure by empowering school personnel, community groups, or both to make decisions about budget, personnel and programs.

Earlier studies of decentralization suggested that decisions to decentralize varied from city to city and that the range of possible structural and educational outcomes was diversified. What is not known

¹Terry B. Geske and Hoke, Gordan A., "The National Reform Report," Education and Urban Society 17 (February 1985): 176.

about decentralization is how the composition and interest of decision makers and other policy players effect new governance structures and hence, the livelihood of successful implementation and significant educational improvements.

The literature did, however, distinguish between two forms of decentralization: administrative and community control. In the administrative decentralization model, the school districts are divided into field units that are empowered to make some decisions formerly made by the central administration. Even though decision-making authority is delegated down the ranks of the hierarchy, accountability remains directed upward. This means that, unlike community-control decentralization, the locus of authority remains with the central administration and board of education.

Administrative decentralization implies governance by the field unit over personnel, curriculum, student policy and financing. School decentralization may also be characterized by who precipitate the reorganization process. Some efforts to decentralize are internal choices decided by members of the district organization in response to demands of school constituencies. Other efforts are external decisions imposed on the district by, for instance, the state legislature mandating reforms in the name of school improvement.

The results of case studies of decentralization efforts in the 1960s and 1970s suggested that the catalyst for the reform strongly influenced the form of decentralization adopted. When the demand for decentralization arose within the district from the superintendent,

for example, the response was an internal change--administrative decentralization--and power was not shifted outside the district organization to the community. Administrative decentralization was then expected when decentralization reflected an internal choice by school personnel and administrators.

In a recent study, Wissler and Artiz, 1988, found that the Riverside, California district superintendent, who pushed for administrative decentralization, successfully implemented the reform gradually with the full support of school board members and without interference from actors outside the district organization, such as the state legislature, reform groups or businesses. The authors concluded that the stability of the superintendent, in terms of experience in the school district and length of time in a leadership position, helped him implement reform of his choice. Therefore, stability among inside actors was expected to enhance district leadership and the ability of insiders to control the decision to decentralize.

In contrast to Chicago where the state legislature, education reform groups and business community led the local empowerment for school reform in 1989, decentralization reform in Miami began during the 1987-88 school year. It utilized the administrative decentralization model where control over the schools remained within the district organization. Authority was delegated down the hierarchy to teachers and administrators. Teachers and management served together on councils, while accountability in the district remained directed to the deputy superintendent.

Initially, educational reform in Dade County (Miami) took the form of selecting a new superintendent in 1980 when the system was on the brink of disaster. However, references to the historical background in Miami suggested that the most recent reform movement was a concept that evolved from a series of joint management/union ventures. District management differed significantly from past practices in Miami. For example, councils were given the power to develop their own budgets, including discretionary decision making of the budget. The councils also made decisions on how schools should run, from the number of teachers, the selection of textbooks and class content to the size, duration and number of classes. Schools further had the flexibility to use funds for other purposes, such as special equipment and even the hiring of special teachers.¹

The organization of the school district changed significantly. Middle management was greatly reduced and schools no longer reported through the conventional hierarchy of area offices but reported directly to a central office administrator. Moreover, schools had the option of contacting directly offices in charge of school operations, thereby avoiding several layers of district bureaucracy.

¹Douglas St. John, "A Unique Labor-Management Partnership Has Made Dade County Public Schools : A Model in Education Reform," Labor-Management Cooperation Brief, no. 16 (Washington, D.C.: U.S. Department of Labor, Bureau of Labor Management Relations and Cooperative Programs, 1989): 4.

Such changes were systemwide and signified a radical departure from big-district standard operating procedures. According to research,

. . . the success of local education reform in Dade County is principally the result of the collaboration and commitment of the school board/administration and the teachers' union, which together have marshaled strong community support for the reform agenda.¹

A national survey was conducted in 1988 of several school districts with 50,000 or more students. The purpose of the study was to obtain information on the ratio of central administrators to student enrollment. Specifically, Allen C. Ornstein, a professor of education at Loyola University in Chicago, surveyed approximately 51 school districts (25 city and 26 county) and found that,

. . . the ratio of managerial staff members in central offices to students enrolled ranged from one administrator/supervisor per 1,650 students to one administrator/supervisor per 161 students. The average ratio was one manager per 561 students and the median ratio was 1:578.²

He further found that,

. . . eleven school districts had 750 or more students per administrator. Ten school districts had 250 or fewer students per administrator. Sixteen school districts that enrolled 100,000 or more students averaged 579 students per administrator, while 35 districts, serving between

¹Peter J. Cistone, J. A. Fernandez, and P. L. Tornillo, Jr., "School-based Management and Shared Decision Making in Dade County (Miami), Education and Urban Society 21 (1989): 393.

²Allan C. Ornstein, "Administrator/Student Ratios in Large School Districts," Phi Delta Kappan 70 (June 1989): 807.

50,000 and 99,999 students, averaged 561 students per administrator.¹

This 1988 survey, on the ratio of central administrators to student enrollment, was of special importance to this study because the Atlanta Public School System, among the 25 city districts surveyed, reflected an average of 522 students per administrator. To determine the degree of decentralization, or the school district's commitment to decentralization of administrators--managers, directors and supervisors in noninstructional capacities--the researcher used the below formula to compute the ratio:

$$\frac{\text{Administrators in Central Offices}}{\text{Administrators Outside Central Offices}} = \text{Ratio}$$

The larger the ratio, the more centralized the school district. The smaller the ratio, the more balanced the centralization and decentralization of the school system. According to this survey, Atlanta Public Schools had a student enrollment of 65,000, with 160 central administrators and 60 decentralized administrators, which reflected a ratio of 2.67.²

Regardless of the reasons for or the approaches to school-district reorganization, it is a highly political activity in which school

¹Allan C. Ornstein, "Administrator/Student Ratios in Large School Districts," Phi Delta Kappan 70 (June 1989): 808.

²_____, "Centralization and Decentralization of Large Public School Districts," Urban Education 24 (July 1989): 233-234.

district politics, as suggested through the literature, should be characterized by strong leadership and support of top management. After all, change requires an atmosphere friendly to experimentation and risk taking, and resources to help school and central office staff assume their new roles and responsibilities. Therefore, the preceding research observations on education reform strategies in various school districts set the parameters for the review of related literature on school-district reorganization.

Leadership Contextual Framework

In the area of organizational behavior, leadership has been defined in several different ways: (1) an interpersonal influence exercised in situations and directed through the communication process toward the attainment of a specific goal or goals, (2) a process of influencing group activities toward goal setting and goal achievement, and (3) a process whereby one person exerts social influence over members of a group.¹ A thread that runs through these definitions is the concept of influence--a leader tries to influence the behavior of another or others in a particular direction and is, therefore, needed in the organization.

Research revealed that leadership was necessary in organizations for the following reasons:

¹Ralph Stogdill, Stogdill's Handbook of Leadership: A Survey (New York: The Free Press 1981): 105.

1. The incompleteness or imperfection of organization design. It is impossible to design an organization that will provide for all contingencies.
2. Continually changing environmental conditions (to which the organization must adapt) create a need for individuals who will marshal organization resources to meet new conditions.
3. The internal dynamics of organizations. As organizations grow and change, there is a need for change in structure, policy, coordination, etc.
4. People are the only members of organizations and they change, leave, withdraw, aggress, etc.¹

Leaders, thus, are needed to deal with the human issues that continually arise. Because of this need, it is commonly assumed that the success or failure of organizations can be largely attributed to leadership.

Research implied that group behavior determines the behavior of the leader. In a laboratory study where the level of group performance was artificially established to be either high or low and leaders were assigned to groups, low performance groups consistently elicited leadership behavior characterized by close supervision. Where subordinates were closely watched or checked, their ideas were ignored and they were viewed as irresponsible and treated with minimum consideration and kindness. It was concluded that leaders who had been appointed to high-performance groups engaged in more

¹Shamir Boas, "Calculations, Values, and Identities: The Sources of Collectivistic Work Motivation," Human Relations 43 (1990): 313-327.

facilitative and supportive leader behaviors.¹ Therefore, there was felt to be a complex interaction between leader and follower behaviors which affect performance outcomes.

Leadership Styles

Given a definition of leadership and the focus of the extent to which leadership makes a difference, the writer focused on leader behaviors with specific reference to the patterns that are categorized as democratic, autocratic and laissez faire. These styles are dependent upon forces in the leader, the operating group and the situation. As such, these leadership styles are based on the research of leader behaviors prior to the 1950s which attempted to deal with consistent patterns of traits associated with leadership.

One of the earliest studies from the viewpoint of democratic, autocratic and laissez faire styles of leadership was reported to have been conducted by Kurt Lewin in 1944.² This study concluded that the leader labelled democratic was able to get a commitment from the group members to do specific tasks and assistance was only given as needed. The autocratic leader arbitrarily assigned tasks on a continuous basis. The laissez faire leader was completely passive.

¹Mary Barry and Mark Peterson, "A Test of Participation Theory in a Work Design Field Setting: Degree of Participation and Comparison Site Contrasts," Human Relations 42 (1989): 1095-1113.

²Mary L. Gomez, "Reflections on Research for Teaching: Collaborative Inquiry with a Novice Teacher," Journal of Education for Teaching 16 (1990): 45.

Additionally a study in the area of leadership behavior was reported to have been conducted by Robert White and Ronald Lippitt in 1953. They investigated the relationship between different types of leadership styles and group functioning. The styles, germane to this study, were democratic, autocratic and laissez faire. The results of the study revealed significant difference in the behavior of the subjects, depending on the leadership style employed. The groups with authoritarian leaders were both aggressive and more passive. There was a much friendlier atmosphere in democratically led groups; and, the laissez-faire groups were characterized by less and poorer work.¹

The Superintendent and Leadership

A key figure in school-district reorganization as a strategy of educational reform is the superintendent as instructional leader. He is the key figure in the improvement of instruction and curriculum development. A 1984 study investigated public school superintendents' perceptions of their influence on curriculum development and revision. The 145 superintendents listed the ways in which they perceived themselves as influencing curriculum development and revision. An analysis of this data revealed that the power of the position was perceived by the superintendents as

¹Mary Barry and Mark Peterson, "A Test of Participation Theory in a Work Design Field Setting: Degree of Participation and Comparison Site Contrasts," Human Relations 42 (1989): 1095-1103.

exerting the most influence on the process, particularly relevant to implementing curriculum change.¹

The leadership behavior of the superintendent is crucial to educational improvements. If the superintendent is to be effective in the role as instructional leader, there must be a similarity between the role which staff members believe the superintendent should assume and the one which they think he is carrying out. This apparently is more important than what he actually does.²

Jerome T. Murphy, a professor at Harvard University, indicated that a rethinking of the roles of the superintendent was needed. He said:

"We need to develop some gentler feminine images of leadership to accompany our tough, masculine images of leadership. In the conventional view, the superintendent is a take-charge boss who has the answers to the important questions of the district. He spends time wielding power and persuading others to follow. He is Lee Iacocca with a doctorate in education, a heroic visionary at the helm."³

Not discounting power, persuasion and directives, the professor further stated:

¹Dorothy Huenecke, "Abstracts of Selected Doctoral Dissertations in Curriculum: 1984," Journal of Curriculum and Supervision 2 (Fall 1986): 96.

²Horace Johns, "From Trait to Transformation: The Evolution of Leadership Theories," Education 110 (Fall 1989): 116.

³Jerome T. Murphy, "The Unheroic Side of Leadership: Notes from the Swamp," Phi Delta Kappan (May 1988): 654.

". . . superintendents need to pay more attention to the unheroic dimensions of leadership if they are to promote local autonomy and professionalism. They must not only have personal vision, but they must also work with others to develop a shared vision and to find the common grounds; they must not only have answers, but also ask the right questions; they must not only persuade, but also listen carefully and consult widely before making decisions; they must not only wield power, but also depend on others and develop caring relationships; they must not only exercise leadership, but also nurture the development of leadership throughout the school district."¹

In this view, the real heroes of school district reorganization are not only the highly visible superintendent at the top who alone improves the quality of education in school districts, but the collaborative efforts of the superintendent along with the less visible professionals and parents throughout the school district who work directly with the students. This view was exemplified in a case analysis of a public school superintendent, whereby she was labelled as being effective. The superintendent was described not only as a unifying force that provided the district leadership and understanding, but also as a "visionary" who had almost a "cult-like" following.²

In a 1985 study, researchers examined the implementation of the comprehensive school reform enacted by the Illinois legislature. The reform initiatives produced very little controversy in the

¹Jerome T. Murphy, "The Unheroic Side of Leadership: Notes from the Swamp," Phi Delta Kappan (May 1988): 655.

²Gerald Yukl, Leadership in Organizations (Englewood Cliffs, NJ: Prentice-Hall 1989): 225.

educational community because the superintendent, with his style of leadership, used his own local group's reform agenda. The superintendent responded to the reform pressures by getting with the group and adopting counter-reform stabilizing measures.¹

The San Bernardino County (California) superintendent, Charles Terrell, proposed a plan in 1988 that addressed changes in several areas--management positions, class size, teacher-student ratio and better realization of school facilities. With the plan and an appropriate phase-in procedure, re-establishing a significant element of local decision-making and responsibility of the school board, the superintendent led a successful school-district reorganization.²

The superintendent of Johnson City Public Schools in Tennessee requested a survey of the physical status of the schools in the district.³ On-site investigators gathered data. The completed feasibility document was presented to the school board in 1984 which served as a basis for long-range decisions and enabled administrators to make basic daily maintenance decisions with a better understanding of systemwide needs. Several specific changes occurred as a result of

¹Robert L. Crowson and Morris Van Cleve, "The Superintendency and School Reform: An Exploratory Study," Metropolitan Education 5 (Fall 1987): 24-39.

²Charles Terrell, Toward Local Control of the California Schools in the 1990's. Opinion paper, 1988, ERIC, 8, ED300903.

³Marilee C. Rist, "Leonard Brittan," Executive Educator 6 (April 1984): 13-16.

the superintendent's initiative taken to improve education in the district. Among them was the implementation of a stronger education program that changed the grade structure to K-5, 6-8, and 9-12.¹

The writer through a review of the literature, selected research on (1) trends in school-district reorganization, (2) strategies of school-district reorganization, (3) decentralization, (4) leadership contextual framework, (5) leadership styles, and (6) the superintendent and leadership. This selected literature was used to develop the rationale for this study's hypotheses located in Chapter 2. The absence of studies, from the review of the literature, indicating the impact of school-district reorganization on the improvement of education, and what leadership style of the superintendent contributes to student achievement, provided further importance for the investigator to pursue the identified problem.

¹Howard J. Bowers, Reform and Rewards of Facilities in a Selected Tennessee School System. Paper presented at annual meeting of the Southern Regional Council on Educational Administration, Atlanta, GA., 9-16 November, 1986, Dialog, ERIC, ED 277098.

CHAPTER III

DATA COLLECTION AND ANALYSIS

Introduction

This study examined the reorganization of a Metropolitan Atlanta School System. The two major purposes were: (1) to determine whether the 1987-88 organizational structure and the 1988-89 organizational structure created two different environments that affected student achievement; and (2) to ascertain what administrative composition and leadership styles attributed to student achievement. Through an analysis of data (sources, documents and interviews), this study sought to test the following research questions and hypotheses:

RQ1: Is there a difference between number of the 1987-88 cabinet level organizational positions and the 1988-89 cabinet level organizational positions of the Atlanta Public School System?

HO1: There is no difference between number of the 1987-88 cabinet level organizational positions and the 1988-89 cabinet level organizational positions of the Atlanta Public School System.

RQ2: Is there a difference between the 1987-88 administrative composition and the 1988-89 administrative composition of the Atlanta Public School System?

HO2: There is no difference between the 1987-88 administrative composition and the 1988-89 administrative composition of the Atlanta Public School System.

RQ3: Is there a difference between principals' perceptions of the 1987-88 superintendent's leadership style and principals' perceptions of the 1988-89 superintendent's leadership style attributable to student achievement governing the Atlanta Public School System?

HO3: There is no difference between principals' perceptions of the 1987-88 superintendent's leadership style and principals' perceptions of the 1988-89 superintendent's leadership style of the Atlanta Public School System.

HO4: There is no difference between the 1987-88 academic performance and the 1988-89 academic performance of students in the Atlanta Public Schools when leadership style is a factor.

The study, descriptive in nature, consisted of an analysis of data (sources, documents and interviews). The descriptive method was chosen because questions which generate answers that contribute to educational concerns are answerable through a study of conditions and relationships. This method was also felt to be appropriate for examining ex post facto perceived leadership behaviors categorized as democratic, autocratic and laissez faire, and in distinguishing differences among results of data analysis.

Thus, the researcher focused on analyzing, describing and reporting data of the Atlanta Board of Education, such as organizational charts and annual system and school reports. An analysis of the data was used to determine the differences between the 1987-88 and 1988-89 student achievements, administrative compositions and organizational positions. In addition, the researcher collected, analyzed, described and reported data gathered through interviews. An analysis of this data was used to determine superintendents' leadership styles as perceived by a randomly selected principal group (12 elementary, middle and secondary). Whether or not the perceived and actual leadership styles are the same of superintendents in any given situation, is an empirical problem which was not relevant to this study.

Collection of Source and Interview Data

The selection and gathering of source data and the sampling process for gathering interview data were done in the fall of 1991. After the random selection of 12 principals (8 elementary, 2 middle and 2 secondary), each was contacted via telephone and given the purpose of the call. Scheduled dates and times were established. The sessions were conducted in subjects' agreed upon settings and completed in four days. The estimated time for completing each interview was approximately 25-30 minutes.

A five-question instrument was constructed by the researcher, which served as the basis for the scheduled interviews (Appendix A).

The task confronted by each subject was responding to five questions related to various educational decision-making situations as well as to the behavioral categories of democratic, autocratic and laissez faire as leadership styles. Each subject was encouraged to respond to the questions as candidly as possible, however, not to respond in reference to either superintendent favorably or unfavorably, independently of the perceived leadership behaviors.

The subjects used for this study were selected from the Atlanta Public School System, Atlanta, Georgia. They were randomly selected from among 81 elementary, 14 middle and 15 secondary schools. Efforts were made to distinguish race, gender, degree levels, years of experience as a principal and years of experience in the present setting or school as principal for demographic purposes only (Appendix B).

Twelve principals were interviewed for their perceptions of the 1987-88 and 1988-89 superintendents' leadership styles. Among this principal group were 2 secondary, 2 middle and 8 elementary. Nine Blacks and 3 Whites made up the race composition; whereas, 7 females and 5 males represented gender. Principal certifications reflected Master through Doctorate degrees (four Master, six Six-year, and four Doctorate). Within the group, no principal had less than three years of experience as principal. There were two who had between 10-15 years, and four with 16 or more years of experience as principal. Two principals had been in their present setting for 16 or more years, and five in their present setting from 1-3 years. The

apparent inconsistency in the years of experience as principal in the 1-3 category, and the years in present position as principal in the 1-3 category is attributed to the reassignment of principals at the beginning of the current school year, 1991-92 (see Table 1).

TABLE 1
DEMOGRAPHICS OF PRINCIPALS INTERVIEWED

VARIABLE		FREQUENCY	PERCENT
RACE COMPOSITION:	Black	9	75
	White	3	25
SEX:	Female	7	58
	Male	5	42
SCHOOL LEVEL:	Secondary	2	17
	Middle	2	17
	Elementary	8	66
HIGHEST DEGREE LEVEL:	Bachelor's	0	0
	Master's	4	33
	Six Year	6	50
	Doctorate	2	17
YEARS OF EXPERIENCE AS PRINCIPAL:	1-3	0	0
	4-6	3	25
	7-9	3	25
	10-15	2	17
	16 & Above	4	33
YEARS IN PRESENT POSITION:	1-3	5	42
	4-6	2	16
	7-9	2	17
	10-15	1	8
	16 & Above	2	17

N = 12

Analysis of Source and Interview Data

In order to test the research questions and hypotheses, it was necessary to devise methods to quantify most of the data used for the study. The interview data were quantified for the study using principals' three optional responses to each of the five interview questions. Principals' perceived responses produced a sub-score for each of the five questions on democratic, autocratic, and laissez faire leadership styles. Certain behavioral patterns have been categorized as these leadership styles (see Figure 1).

DEMOCRATIC	AUTOCRATIC	LAISSEZ FAIRE
<ul style="list-style-type: none"> • Makes policies a group matter • Allows alternatives procedures for tasks • Actively assists and encourages • Communicates in an objective way 	<ul style="list-style-type: none"> • Determines all policies • Communicates techniques and activities • Keeps standards of praise and criticism to self • Is fairly aloof from group participation 	<ul style="list-style-type: none"> • Is passive • Gives others freedom decision • Seldom takes the initiative in making suggestions • Does not evaluate

Figure 1: Some leadership behavior patterns associated with leadership styles.

The researcher used a Comparison of the Number of Certificated Administrator Position Data Chart (Appendix C), which covered administrative positions from 1974 to 1992 to quantify data for determining the administrative compositions for 1987-88 and 1988-

89. The chart was compiled by the Atlanta Board of Education Finance Committee, October 1991. The data for the 1987-88 and 1988-89 cabinet level organizational positions were quantified through the use of the school system's organizational charts (Appendix D).

Student achievement data were quantified and published by the Atlanta Public School System's Department of Research and Evaluation. The data consisted of the Iowa Tests of Basic Skills (ITBS) scores for grades 1 through 8, and the Tests of Achievement and Proficiency (TAP) scores for grades 9 through 11. Two types of data--composite mean grade equivalent scores and national percentile scores--were reported by grade levels for each of the regular schools in the Atlanta Public School System (Appendix E). Only the composite mean grade equivalent scores were analyzed for this study.

Several statistical procedures were used to test the research questions and hypotheses of the study. The descriptive statistics of mean, standard deviation, t test and Chi square were used to analyze the data. A computation of the t test enabled the researcher to test the difference between correlated means as related to the 1987-88 student achievement and the 1988-89 student achievement. The statistic of Chi square was computed to test the difference between the actual sample and previously established distribution of numerical data as related to the number of administrators in various levels of administration. Also, the Chi square was employed to test the difference between the 1987-88 and 1988-89 superintendents' leadership styles.

A significance level of .05 was used for the t test and Chi square. This level of significance indicated the magnitude of a test statistic necessary for the statistical null hypotheses to be rejected. The .05 level was selected because this value provides a stronger basis for hypothesis rejection and a more valid premise for drawing conclusions from the findings.

Presentation and Analysis of Data for Hypothesis One

HO1: There is no difference in the number of cabinet level organizational positions between the 1987-88 and the 1988-89 academic years of the Atlanta Public School System.

Hypothesis One was concerned with cabinet level organizational positions. The Atlanta Public School System was analyzed in terms of its cabinet level organizational positions for 1987-88 and 1988-89 (see Table 2).

TABLE 2

ATLANTA PUBLIC SCHOOLS' CABINET LEVEL ORGANIZATIONAL POSITIONS

POSITION	1987-88	1988-89	df=N-1	X ² =3.84
Superintendent	1	1		
Associate Superintendent	2	3		
Executive Director	1	0		
Assistant Superintendent	4	5		
Area Superintendent	3	3		
Comptroller	2	2		
Total	13	14	5	1.112 p<.05

The cabinet level organizational positions in 1987-88 reflected the following: (a) Directly under the administration of the Superintendent were Superintendents of Administrative Services Branch and Educational Operational Branch; (b) an Assistant Superintendent and the Executive Director of Atlanta Partnership of Business Education, Inc., were also under the supervision of the Superintendent; (c) three Area Superintendents, Curriculum and Research Services and Planning and Expanded Services were under the supervision of the Associate Superintendent of Educational Operations Branch; (d) under the supervision of Associate Superintendent of Administrative Services were Assistant Superintendents of Personnel and Facilities Services; and (e) one Comptroller came under the auspices of the Atlanta Board of Education.

During 1988-89, the cabinet level organizational positions of the Atlanta Public School System reflected the following: (a) Directly under the supervision of the Superintendent were the Associate Superintendent of Administrative Services and Associate Superintendent of Instruction (a new titled position); (b) initially, Assistant Superintendent of Information Technology and Assistant Superintendent of Planning and Expanded Services were to be under the supervision of Associate Superintendent of Education Operations (no longer referred to as "branch"). However, this position was never staffed, allowing no change from the 1987-88 school year in the number of Associate Superintendents; and (c) three Area

Superintendents were under the supervision of the Associate Superintendent of Instruction.

The statistic Chi square was computed for the 1987-88 and 1988-89 cabinet level organizational positions. The value of the Chi square test was 1.112, with five degrees of freedom. With one degree of freedom, a X^2 value equal to or greater than 3.84 was needed to reject the null hypothesis at the .05 level. The null hypothesis was accepted; thus, there was no difference between the 1987-88 and the 1988-89 cabinet level organizational positions of the Atlanta Public School System.

Presentation and Analysis of Data for Hypothesis Two

HO2: There is no difference between the 1987-88 administrative composition and the 1988-89 administrative composition of the Atlanta Public School System.

Hypothesis Two was concerned with the administrative composition of the Atlanta Public School System. The administrative composition was analyzed in terms of central office administrators and building-level administrators. There were seventeen varied administrative positions at one level, and eight varied administrative positions at the other level. Two basic groups--central office administrators and building-level administrators--represented the administration. The central office administrative staff had seventeen categories, with 54 resource teachers or curriculum specialists and 59 coordinators, the largest number in any one category in 1987-88. There were 53 resource teachers or curriculum specialists and 57

coordinators in 1988-89, making up the largest numbers among categories. Generally, the only difference reflected a Central Focus Team organized by the new superintendent in 1988-89 (see Table 3).

TABLE 3
SUMMARY OF ATLANTA PUBLIC SCHOOL SYSTEM'S
ADMINISTRATIVE COMPOSITION

POSITION	1987-88	1988-89	df=N-1	X ² =3.83
CENTRAL OFFICE:				
Superintendent	1	1		
Associate Superintendent	2	2		
Assistant Superintendent	6	6		
Area Superintendent	3	3		
Assistant Area Superintendent	3	3		
Comptroller	1	1		
Resource Psychologist	3	3		
Research Associate	2	2		
Assistant Telecommunication Adm.	1	1		
Admin. Assist./Assoc. (Oper. Adm.)	1	1		
Resource Social Worker	3	3		
Director	25	26		
Coordinator	59	57		
Resource Teacher/Curriculum Specialist	54	53		
Research Assistant	16	16		
Personnel Specialist	7	7		
Central Focus Team	0	1		
N=17	Total	187	186	16
				.13871 p=>.05
BUILDING-LEVEL:				
Secondary Principal	18	17		
Middle School Principal	12	13		
Elementary Principal	83	83		
Assistant Principal	48	47		
Evening School Principal	1	1		
Community School Administrator	4	4		
Instructional Coordinator	15	15		
Vocational Supervisor	8	8		
N=8	Total	189	188	7
				.08827 p=>.05

The building-level administrators consisted of eight categories. There were 18 secondary, 12 middle school and 83 elementary school principals. There were 48 assistant principals which suggested that assistant principals had been placed mainly in middle and secondary schools. The number and categories generally remained the same at this level of administration for 1987-88 and 1988-89.

The statistic of Chi square was computed for each basic group of administrators. The value of the Chi square test for central office administrators was .13871, with 16 degrees of freedom; and, the value computed for building-level administrators was .08827, with 7 degrees of freedom. With one degree of freedom, a X^2 value equal to or greater than 3.84 is needed to reject the null hypothesis at the .05 level. Hence, the null hypothesis was accepted. There was no difference between the 1987-88 and the 1988-89 administrative compositions of the Atlanta Public School System.

Presentation and Analysis of Data for Hypothesis Three

HO3: There is no difference between principals' perceptions of the 1987-88 superintendent's leadership style and principals' perceptions of the 1988-89 superintendent's leadership style of the Atlanta Public School System.

Hypothesis Three was concerned with the 1987-88 superintendent's leadership style and the 1988-89 superintendent's leadership style as perceived by randomly selected principals.

TABLE 4
LEADERSHIP STYLE MATRIX FOR
SUPERINTENDENT MODELS

LEADERSHIP STYLES	N	DEMOCRATIC	AUTOCRATIC	LAISSEZ FAIRE	$X^2=3.84$
S1 (1987-88)	60	33	6	21	
S2 (1988-89)	60	10	41	9	
TOTAL		43	47	30	43.166 $p>.05$

The data for determining each superintendents' style of leadership were gathered through scheduled interviews conducted with 12 randomly selected principals. The subjects were asked to give their perceptions of each superintendents' leadership behaviors. The raw scores of the principals' responses to the five questions (Appendix A) were used to determine superintendents' perceived leadership styles as shown in Table 4.

An analysis of the data indicated that Superintendent One (S1) was perceived by the subjects as having exercised a democratic style of leadership, with a raw score of 33 (55%), and a somewhat laissez faire style of leadership, with a raw score of 21 (35%). Superintendent Two (S2) was perceived by the subjects as having exercised an autocratic style of leadership, with a raw score of 41 (68%). Superintendent Two (S2) had a low raw score in democratic (10 or

16%) and laissez faire (9 or 15%) styles of leadership as perceived by the principal group.

The statistical test of Chi square was computed and yielded a 43.166 score with one degree of freedom. This X^2 value indicated a significant difference between the 1987-88 and 1988-89 superintendents' perceived leadership styles. The Chi square value equal to or greater than 3.84 was needed to reject the null hypothesis at the .05 level. Therefore, null Hypothesis Three was rejected. The statistical results revealed that there was a significant difference between the perceived leadership styles of the 1987-88 superintendent (S1) and the 1988-89 superintendent (S2).

Presentation and Analysis of Data for Hypothesis Four

HO4: There is no difference between the 1987-88 academic performance and the 1988-89 academic performance of students in the Atlanta Public Schools when leadership style is a factor.

Hypothesis Four was concerned with student achievement for 1987-88 and 1988-89. To analyze the data, the mean, standard deviation and t test statistics were computed. The composite grade equivalent scores (Appendix E) of grades 1 through 11 (twelfth graders were not tested) yielded a 6.45 mean score and 2.79 standard deviation for 1987-88. The composite grade equivalent scores for the same grade levels in 1988-89 yielded a 6.60 mean score and 2.94 standard deviation (see Table 5).

TABLE 5
MEAN, STANDARD DEVIATION AND T-VALUE FOR
TEST PROFILES OF STUDENT ACHIEVEMENT

YEAR	N	MEAN	STANDARD DEVIATION	df=N-1	t=2.77
1987-88	11	6.45	2.79	20	2.03
1988-89	11	6.60	2.94		
					>.05

The mean scores represented the average of each set of scores--the composite grade equivalent scores for 1987-88 and for 1988-89. The standard deviations represented, generally, how distant the scores in the distribution were removed from the mean scores themselves. The mean score (.15 points) and the standard deviation score (.15 points), reflecting student achievement in 1988-89, were slightly higher than the mean and standard deviation scores, reflecting student achievement in 1987-88.

In order to ascertain if the composite grade equivalent scores of grades 1 through 11 were different in 1988-89 from 1987-88, the t test was applied. The t test yielded a score of 2.03. For a t score to be significant at the .05 level, the table value of 2.77 was required. Because the computed t score of 2.03 indicated no difference in test scores for student achievement between 1987-88 and 1988-89, the null hypothesis was accepted.

There were four null hypotheses tested for this study. The statistics of mean, standard deviation, t test and Chi square were used

to analyze the data for each hypotheses. The analyses revealed that three of the null hypotheses were accepted and one null hypothesis was rejected.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Since research revealed evidence of the importance of school-district reorganization as a strategy for improvements in education, this study was designed to investigate the reorganization of a Metropolitan Atlanta School System as it related to 1987-88 and 1988-89 cabinet level organizational positions, administrative compositions and student achievements. This study further investigated the perceived leader behaviors of the 1987-88 and 1988-89 superintendents in relationship to democratic, autocratic and laissez faire styles of leadership. Selected source data and data gathered through interviews conducted with 12 randomly selected elementary, middle and secondary principals were analyzed, using the mean, standard deviation, t test and Chi square statistics.

The following null hypotheses were presented for this study:

1. There is no difference between number of the 1987-88 cabinet level organizational positions and the 1988-89 cabinet level organizational positions of the Atlanta Public Schools.
2. There is no difference between the 1987-88 administrative composition and the 1988-89 administrative composition of the Atlanta Public School System.

3. There is no difference between principals' perceptions of the 1987-88 superintendent's leadership style and principals' perceptions of the 1988-89 superintendent's leadership style of the Atlanta Public School System.
4. There is no difference between the 1987-88 academic performance and the 1988-89 academic performance of students in the Atlanta Public Schools when leadership is a factor.

Conclusions

Based on the analysis of the findings of this study, the writer has drawn the following conclusions:

1. Three of the null hypotheses were accepted with each of the conditions presented, and one null hypothesis was rejected.
2. The changes which took place between the 1987-88 administration and the 1988-89 administration were not sufficient to bring about any significant differences in the cabinet level organizational positions ($X^2=1.112$), administrative composition ($X^2=.1387$), or the achievement of students (t score = 2.03).
3. There was a significant difference between principals' perceptions of superintendents' leadership styles ($X^2 = 43.166$). Superintendent One (1987-88) was perceived as having a democratic style of leadership; and Superintendent

Two (1988-89) was perceived as having an autocratic style of leadership.

4. Although this study addressed the leadership style of superintendent and its impact on student achievement, no effort was made to relate leadership style to specific acts of improving student achievement.
5. A further observation of student test data revealed that, starting with the 6th grade in 1987-88 and 1988-89, there was an increase in the percentages of students scoring below the 50 percentile through the eleventh grade.

Recommendations

Within the framework of this study's delimitations and conclusions, the researcher was led to the following recommendations:

1. A formal reorganization plan should be in place with objectives, timelines and expected outcomes in order to determine any significant changes in education functions.
2. The performance of teachers and how they are affected by leadership styles of superintendents should be considered in the assessment of student achievement.
3. Whatever resulted from the initial reorganizational efforts of the Atlanta Public School System during 1987-88 and 1988-89, sufficient time must be allowed to identify any measurable change.

4. Further research should be done to encompass the Atlanta Public School System's full reorganization process, which occurred since the dates in question in this study.
5. Leader behaviors of superintendents should be investigated in an effort to determine which style of leadership couples the system internally for increased student achievement.
6. Special attention should be given to students in grades 6th-11th in order to promote an increase, rather than a decrease, in the percentages of students among these grade levels scoring above the 50 percentile. The goal of education is to improve student academic performance.
7. Administrators should become cognizant of their potential for effecting change in schools and student achievements through formal training and staff development activities.

These recommendations were made by the researcher in hopes that they may encourage future research on the effects of school-district reorganization which would help narrow the information gap in relationship to the effects of school reorganization on student achievement, as well as the information gap in reference to what superintendent leadership styles promote increased student achievement.

The present writer acknowledges that research has been impeded by the fact that there is no specifically outlined meaning for "reorganization," and thereby making quantification difficult at best. However, ignoring such strategy which appears to be vital to

educational reform does not allow for efforts of improvements in education. Therefore, the data collected based on the above recommendations would be valuable in furthering efforts for educational improvement.

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APPENDIX A
INTERVIEW QUESTIONNAIRE

INTERVIEW QUESTIONNAIRE

The writer used the below five-item questionnaire in conducting interviews with twelve randomly selected elementary, middle and secondary principals. The purpose of the interview was to obtain each principal's perceptions of the 1987-88 and 1988-89 superintendents' leadership styles. Each subject was asked to respond to the questions as candidly as possible without any reference to either superintendent favorably or unfavorably, independently of the perceived leadership behaviors.

- #1: With regard to student standardized test results, the state has given the school district six weeks to come up with a Plan of Action to improve students' progress. From your perception of _____, would he approach this task as a group task, or mandate specific guidelines and activities, or would he initiate several suggestions?
- #2: Some advocates of school reform would give building principals more authority for the operation of their schools. A principal given such authority would be held accountable for the school's performance; that is after a period of time he or she would be rewarded or criticized if the school was or was not educationally successful. Let's assume that you are one of these principals and _____ had to reward or criticize you. As

you perceive him, would he objectively communicate the bases for praise or criticism to you, or make no attempts, negatively or positively, to praise or criticize you? Or, do you feel he would, using personal standards of praise or criticism, not address you at all?

#3: The superintendent has proposed a plan to move from the present public school system, devised over 50 years ago, to a system flexible enough to go into the next century. If the superintendent were _____, would you perceive him communicating specific techniques and procedures, or outlining several alternatives from which a choice can be made, or allowing the group to map out group procedures in order to carry out the plan?

#4: Thinking about _____, is it your impression that he was friendly at all times, not standoffish, or a regular group member, or fairly aloof from active group participation, except in demonstrating?

#5: Did you perceive _____ as one who assigned specific responsibility tasks to group members, along with their companions, or wone who left the division of responsibility tasks up to the group, or as one who made it clear that help was available, if asked for?

APPENDIX B
DEMOGRAPHIC INFORMATION

DEMOGRAPHIC INFORMATION

Gender_____

Race_____

Number of years as principal
in the Atlanta Public Schools

Number of years as a principal
at present school in the
Atlanta Public Schools

Degree Level

APPENDIX C
CERTIFICATED ADMINISTRATOR POSITIONS

**COMPARISON OF NUMBER OF
CERTIFICATED ADMINISTRATOR POSITIONS
FY 74 - FY 92
GENERAL FUND AND OTHER FUNDS
AT SCHOOL LEVEL**

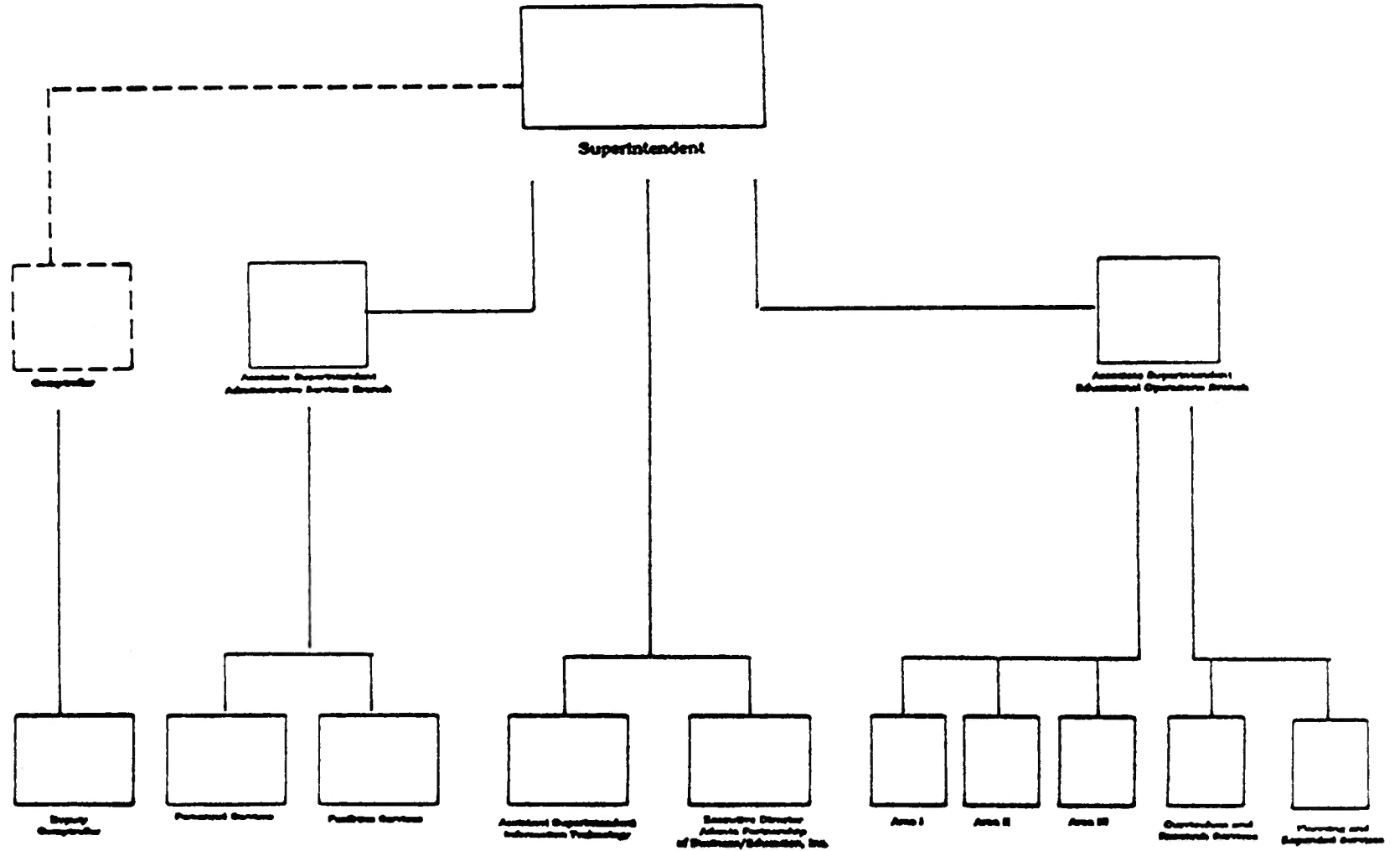
CLASSIFICATION	1973-74		1974-75		1975-76		1976-77		1977-78		1978-79		1979-80		1980-81		1981-82		1982-83		1983-84		1984-85		1985-86		1986-87		1987-88		1988-89		1989-90		1990-91		1991-92	
	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP
Elementary Principals	111	0	108	0	108	0	100	0	102	0	100	0	95	0	95	0	94	0	83	0	83	0	83	0	85	0	83	0	83	0	83	0	85	0	82	0	81	0
Assistant Principals	01	0	01	0	01	0	04	0	00	0	33	0	33	0	34	0	36	0	35	0	43	0	47	0	46	0	47	0	44	0	43	0	35	0	38	0	42	0
Vocational Supervisors	2	2	0	0	0	0	3	0	3	0	3	0	3	0	4	0	4	1	0	0	0	0	7	0	7	0	7	0	8	0	8	0	8	0	8	0	8	0
Instructional Coordinators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	0	3	0	10	0	12	0	14	0	15	0	19	0	15	0	13	0	13	0
Middle Principals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	0	7	0	10	0	10	0	10	0	13	0	13	0	14	0	13	0	13	0
Community School Admin.	11	1	10	1	9	0	0	0	0	0	4	0	3	0	4	0	3	0	3	0	3	0	0	0	0	0	4	0	0	0	0	0	4	0	4	0	3	0
Supervisory Principals	24	0	24	0	20	0	20	0	20	0	20	0	20	0	20	0	01	0	18	0	18	0	31	0	31	0	20	0	10	0	17	0	19	0	10	0	13	0
Swing School Principals	2	0	2	0	3	0	2	0	2	0	1	0	2	0	2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Chn. Spn. Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	14	0	
Instructional Administrators	10	1	10	1	11	0	0	0	7	0	5	0	7	0	8	0	7	1	6	1	4	1	2	3	2	4	2	3	2	3	2	2	3	2	3	1	3	1
Chn. Spn. /Asst. Pres (Elem.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	0	0	0	
TOTAL	229	0	224	2	228	0	220	0	213	0	204	0	190	0	189	0	200	2	198	1	179	1	187	3	188	0	180	0	167	0	166	0	201	9	200	8	234	8

NOT AT SCHOOL LEVEL

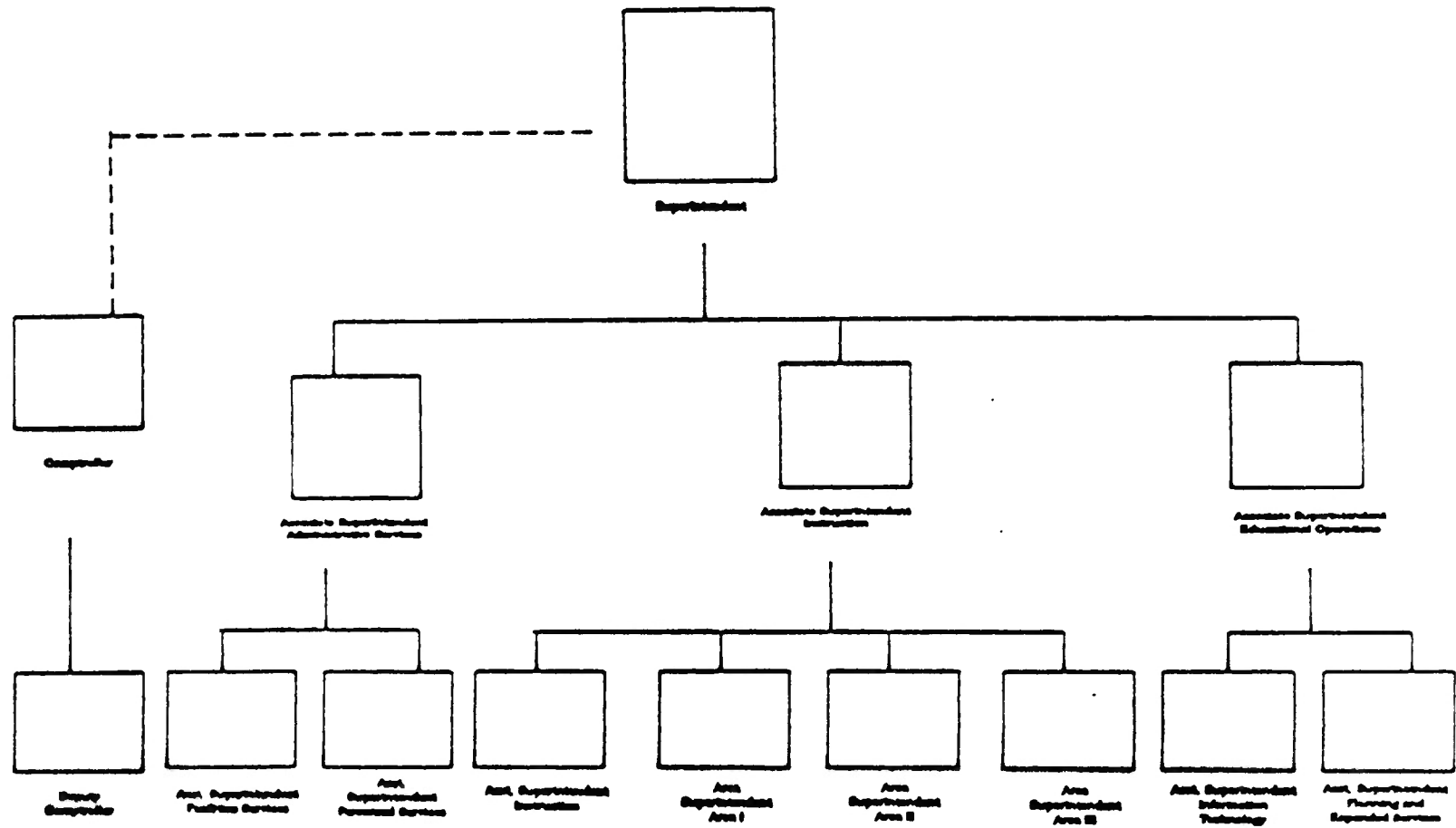
CLASSIFICATION	1973-74		1974-75		1975-76		1976-77		1977-78		1978-79		1979-80		1980-81		1981-82		1982-83		1983-84		1984-85		1985-86		1986-87		1987-88		1988-89		1989-90		1990-91		1991-92	
	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP	OF	OP
Resource Psychologists	4	0	3	0	3	0	4	0	4	0	0	0	4	0	0	0	0	0	4	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
Resource Assistants	7	0	0	0	0	0	7	0	7	0	4	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
Resource Statisticians	4	0	3	0	3	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	
Admin. Asst. to Supr.	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Area Superintendents	3	0	4	0	4	0	4	0	4	0	4	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
Asst. Telecom. Admin.	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	
Asst. Asst./Asstn (Oper. Asst.)	0	0	0	0	0	0	0	0	0	0	0	0	3	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	2	0	2	0	2	0
Resource Social Worker	3	2	4	3	3	0	4	0	4	0	4	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
Asst. Superintendents	0	0	1	0	0	0	7	0	7	0	7	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
Director	20	1	24	2	24	2	20	0	20	0	10	0	14	0	14	0	12	0	11	0	13	0	11	0	11	0	10	0	09	0	20	0	10	0	10	0	10	0
Coordinator	26	17	04	30	04	10	10	20	70	13	08	18	20	13	20	13	08	14	20	10	40	9	03	16	41	16	41	20	41	16	40	11	45	13	41	11	33	11
Resource Tech. Asstn. Spn.	01	3	04	0	04	0	00	3	00	0	00	0	00	04	00	07	20	04	00	12	46	8	46	7	46	8	46	0	46	8	05	8	45	7	08	4	15	0
Resource Assistants	17	0	19	0	19	0	19	0	17	0	17	0	13	0	17	0	16	1	13	0	14	0	13	1	13	1	13	1	13	1	13	1	14	1	13	1	11	1
Asst. Asst. Superintendents	3	0	4	0	4	0	0	0	4	0	4	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
Assistant Superintendents	3	0	3	0	3	0	2	0	2	0	2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	2	0	2	0	2	0	2	0	2	0
Personnel Specialist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	0	4	0	4	0	7	0	7	0	7	0	7	0	7	0	7	0	7	0	4	0
Director Administrator	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Superintendent School Operations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Administrator School Operations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Superintendent	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Comptroller	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
TOTAL	201	31	111	44	200	30	101	34	204	34	200	23	178	27	178	23	170	30	130	39	140	22	140	32	143	33	132	34	133	34	134	31	133	30	100	27	111	28

APPENDIX D
ADMINISTRATIVE ORGANIZATIONS

1987-88 APS Administrative Organization



1988-89 APS Administrative Organization



APPENDIX E
TEST DATA

**SYSTEMWIDE ACHIEVEMENT SUMMARY
GRADE EQUIVALENT (GE) AND
NATIONAL PERCENTILE (NP) SCORES-COMPOSITE**

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
GE	2.2	3.2	3.8	4.7	5.8	6.2	7.5	8.2	9.1	9.8	10.5
NP	68	72	49	52	51	36	48	40	36	38	38

• Iowa Tests of Basic Skills (ITBS), Form O, administered April 1988 to grades 1-8 and Tests of Achievement and Proficiency (TAP), Form O, administered April 1988 to grades 9-11. Composite score reported for grades 1-11.

• Percentage of students who scored at or above the national norm on the ITBS/TAP Reading and Mathematics.

• Calculated on the basis of FY '87 data.

**SYSTEMWIDE ACHIEVEMENT SUMMARY
GRADE EQUIVALENT (GE) AND
NATIONAL PERCENTILE (NP) SCORES-COMPOSITE**

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
GE	2.2	3.2	3.9	4.8	5.8	6.3	7.4	8.2	9.7	10.4	10.7
NP	66	71	53	54	51	39	47	40	45	45	39

NOTE: FOR INFORMATION ON STUDENT PERFORMANCE ON THE GEORGIA CRITERION REFERENCED TESTS AT GRADES 1, 3, & 8, OR THE CALIFORNIA ACHIEVEMENT TESTS FOR KINDERGARTEN, CONTACT RESEARCH AND EVALUATION, ATLANTA PUBLIC SCHOOLS, 210 PRYOR STREET, ATLANTA, GEORGIA 30333.

- * Iowa Tests of Basic Skills (ITBS), Form G, administered April 1989 to grades 1-8 and Tests of Achievement and Proficiency (TAP), Form G, administered April 1989 to grades 9-11. Composite score reported for grades 1-11.
- ** Calculated on the basis of FY '88 data.